

St Paul's Church of England Primary School N11

The Avenue, Friern Barnet, London N11 1NQ

Inspection dates

19–20 March 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher and deputy headteacher have rapidly addressed the key weaknesses that were in the school. Their highly effective actions have improved the school significantly over the last year. Leaders and governors have a strong impact on the quality of education that the school provides.
- Governors have an incisive understanding of the school's strengths and weaknesses. They have provided stability to the school through some challenging periods.
- Teaching and learning across the school are good. Pupils make good progress in reading, writing and mathematics in both key stages.
- Pupils enjoy reading and achieve well. Most pupils read with confidence and can talk about their preferred authors.
- Pupils benefit from a broad and balanced curriculum. They have many opportunities to learn about interesting topics.
- The pupil premium funding is used effectively to provide intervention teaching for disadvantaged pupils. This has improved their progress.
- Opportunities for pupils' spiritual, moral, social and cultural development are rich and woven through the curriculum. Pupils are well prepared for life in modern Britain.
- Strong provision in early years gives children a good start to their education. Children are happy and make good progress. Most children are ready for Year 1 by the time they finish their Reception Year.
- Pupils' behaviour around the school is good. They show respect to each other and to adults. They are polite and welcoming to visitors.
- The school puts a high priority on pupils' welfare. Procedures for safeguarding pupils are effective. As a result, pupils say that they feel safe.
- Sometimes, teachers do not challenge pupils enough, which limits the progress they make over time. This is particularly the case for the most able pupils.
- Teachers are not consistently effective at using information about pupils' previous learning to plan work that is matched to their learning needs.
- Some subject leaders are new to the job and are not yet sufficiently skilled in monitoring and evaluation.
- Leaders' actions to deepen pupils' knowledge and understanding in subjects other than English and mathematics are new. Their actions have had insufficient time to show sustained impact.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching, learning and assessment, and hence pupils' outcomes, by ensuring that all teachers:
 - raise expectations and the level of challenge for all groups of pupils, especially the most able
 - use information about what pupils can already do to plan work that is matched to their learning needs.
- Develop the skills and expertise of the new subject leaders so that they are able to monitor and evaluate the impact of their work more effectively.
- Continue to embed the school's plan to provide more opportunities for pupils to deepen their knowledge and skills in subjects other than English and mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher was appointed to her substantive post in January 2018. Her appointment followed a period of instability and turbulence within the school. She lost no time in identifying the key weaknesses across the school and took decisive and swift action to stem any further decline in the school's performance. The highly effective actions of the headteacher and deputy headteacher over the last year have led to rapid improvements in all areas of the school's performance. These leaders have a very clear understanding of where further developments are needed and are tackling these at pace.
- Staff feel valued and are very positive about the leadership of the school. The quality of teaching, learning and assessment continues to improve. This is in large part as a result of coaching and training, for example in the effective use of appropriate resources to support pupils' learning in mathematics. Leaders have put in place rigorous and supportive procedures for evaluating teachers' performance.
- Leaders have reviewed how they spend the pupil premium funding to ensure that it is spent effectively. They are adept at identifying the barriers to pupils' learning and respond with a range of pastoral and academic support to overcome these. Teachers and leaders monitor pupils' progress and attainment effectively each term. This clear focus on the needs of disadvantaged pupils, through the support provided, is continuing to enable them to make good progress.
- Pupils' spiritual, moral, social and cultural development is strong. Teachers ensure that there are opportunities for its development throughout the curriculum. Pupils treat all those around them with respect and demonstrate empathy. They understand that people are different and they value these differences. By doing so, they demonstrate the school's values, especially wisdom and compassion.
- Leaders implemented significant changes to the curriculum at the start of this academic year. Currently, pupils experience a curriculum that provides depth and breadth across the full range of subjects. As a result, they gain the subject skills and knowledge that they need to make a successful start in the next stage of their education. The curriculum is enriched with a wide range of enhancement opportunities to deepen their learning and broaden their experiences.
- Subject leaders have a clear understanding of the rationale for the curriculum and their role in ensuring its successful implementation. Senior leaders have ensured that there are clear and well-understood procedures in place to support the role of subject leaders. However, several subject leaders are fairly new in post and only just beginning to fulfil their responsibilities. They are not yet well equipped to provide subject-specific guidance to their colleagues when necessary.
- Leaders have identified the need to improve the depth of pupils' learning across the curriculum. Leaders have a clear vision to develop deeper thinking and greater knowledge and skills in subjects other than English and mathematics. Plans to focus on challenge and deepening learning are in place; however, insufficient time has elapsed for leaders to check the impact on pupils' learning.

Governance of the school

- Governors are a strength of the school. They have led the school through some turbulent and challenging periods. During this time, they remained resolute and determined and secured a strong and stable leadership team. This has resulted in significant improvements being made across the school in a short period of time.
- Governors have a variety of skills which collectively make them a knowledgeable and effective governing body. They have a detailed and incisive understanding of the school's strengths, but also know where further improvements need to be made quickly. They hold leaders to account for all aspects of the school's performance and check carefully that leaders' actions to improve the school are working. Equally, governors are supportive of the leaders and seek every opportunity to ensure that they have the right guidance and help where needed.
- Ensuring better oversight of the use and impact of pupil premium funding was an area for improvement in the previous inspection. Governors have made considerable progress in this area. They are very knowledgeable about how the money is spent and can explain the impact of different interventions. Effective leadership in this area is having a strong impact on disadvantaged pupils' progress across the curriculum.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have pupils' safety as their highest priority. All safeguarding policies and procedures are up to date and fit for purpose. Staff have received full training on all aspects of how to keep pupils as safe as possible. Staff know what to do if they have a concern and report any concerns quickly to leaders. Leaders respond to these concerns swiftly to ensure that any pupil who needs help and support receives it quickly.
- Leaders know their pupils and their families well. The strongly positive relationships that they have built with pupils' families help them to provide early support. They ensure that referrals to other agencies are made promptly. Leaders are relentless in pursuing help for their vulnerable pupils when it is needed.
- Pupils told inspectors that they feel safe in the school and can talk to any adult if they have a problem. Pupils have a range of opportunities to learn about how to keep themselves safe through the curriculum. E-safety is promoted well, and leaders respond quickly if they feel that further work is required in this area. Parents and carers who responded to the Ofsted online questionnaire, Parent View, agree that their children feel safe in school.

Quality of teaching, learning and assessment

Good

- Over the past year, considerable work has been undertaken to improve the quality of teaching. This is having the desired effect on pupils' good learning and progress in a wide range of subjects, including English and mathematics. Teachers now have a clear understanding of what must be taught in each year group and what pupils should achieve by the end of the year.

- Leaders have completely revised the school’s reading scheme and pupils have access to high-quality texts which are appropriately matched to their skills and abilities. Pupils say that the new books are exciting and interesting, and pupils are enthusiastic readers. Teachers check that pupils read a range of different texts and that the texts are suitably challenging. Teachers also ensure that key reading skills are taught regularly. As a result, pupils’ achievement in reading is improving quickly.
- The revised English curriculum ensures that pupils are taught how to write in a range of different styles in their English lessons. Teachers also provide pupils with opportunities to practise their writing skills in subjects such as history and science. The carefully planned English curriculum ensures that pupils’ skills in grammar, punctuation and spelling are built upon from one year to the next.
- The teaching of mathematics has improved and gives pupils plenty of opportunity to become fluent in basic mathematical skills. Consequently, the majority of pupils are proficient in using and applying these skills. The most able pupils are presented with some challenging mathematical problems. However, they do not always justify their mathematical reasoning and explain their solutions.
- Teaching assistants are used effectively to support pupils’ learning. This includes disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Teaching assistants have positive relationships with pupils and a secure understanding of what help pupils need. They encourage pupils to learn, using questioning well to help them work out the answers to questions for themselves. This further supports the improved progress these pupils are now making.
- Some pupils, in particular the most able, are not challenged routinely in their learning. At times, teachers do not pitch activities at the right level. This is because they do not use knowledge about pupils’ previous learning well enough to plan for their next steps.
- Teachers do not consistently challenge pupils to think more deeply about their learning and maximise their progress, particularly the most able pupils.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school’s work to promote pupils’ personal development and welfare is good.
- Pupils at St Paul’s are very proud of their school. They value the strong community feel across the school and are eager to share their learning and achievements.
- Pupils have very positive attitudes to school, saying that their school is ‘fun’ and ‘a good place to be’. All pupils spoken to said that they feel safe in school and that staff care for them. Pupils learn about, and show a strong understanding of, how to keep themselves safe. They can explain why you must not talk to anyone you do not know over the internet and why you must not share your personal details.
- Pupils say that bullying in the school is rare, but they are confident that there would always be someone to help them if needed. Their understanding of equality in modern Britain is informed by the discussions they have in the classroom. For example, Year 5 pupils were enthralled when they considered arguments for and against the question,

'Do governments have the right to revoke citizenship of their own people?'

- Pupils have good opportunities to learn about different faiths and cultures. They particularly enjoy discussing other religions and demonstrate a high level of respect for the different cultures and religions they learn about.
- Historically, pupils have not had enough opportunities to visit important institutions such as museums and art galleries. Leaders recognise this and have incorporated these opportunities into the new curriculum.

Behaviour

- The behaviour of pupils is good.
- Pupils are courteous, well mannered and confident to engage in conversation. They listen well to adults and their peers and show respect for the views of others. They play cooperatively in the playground and move around the school in an orderly way.
- Pupils' love and enjoyment of school are reflected in the above-average attendance rates. Leaders work effectively with parents to promote the importance of good attendance.
- Pupils have positive attitudes to learning; they cooperate effectively with a partner or within groups when working in lessons and are keen to do well. On occasions, pupils are less confident to tackle their work independently.
- There are few behavioural incidents to record and exclusions are very rare. However, when any incidents of poor behaviour do arise, leaders act swiftly and appropriately to address and improve the behaviours. Occasionally, in lessons, signs of frustration show in some pupils when teaching takes too long to build on what they already know.

Outcomes for pupils

Good

- Historically, pupils' attainment has been below average by the end of key stage 1 and too few pupils achieved the high standard in English and mathematics by the end of key stage 2. In response, leaders introduced a new curriculum to promote success in a wide range of subjects, including reading, writing and mathematics.
- Because of the changes to the curriculum, coupled with stronger teaching, pupils are making good progress in a range of subjects. Evidence from their work shows that there has been a marked improvement in their attainment at the end of Year 2 and Year 6. This is particularly true for reading, writing and mathematics.
- Leaders place high importance on the development of pupils' early reading. This includes the daily teaching of phonics. For example, pupils in Year 1 are given books that are well matched to their phonics knowledge. There is a high level of consistency in the teaching of phonics between early years and Year 1. As a result, pupils' attainment in the phonics screening check is above average.
- Pupils in key stage 2 also make good progress in reading. They read with appropriate fluency and comprehension, considering their age and ability. Pupils spoken to during the inspection enjoy reading and are developing a growing list of favourite authors.
- Pupils in all year groups have a range of opportunities to write for different audiences,

purposes and styles in English lessons. Work in pupils' books shows good examples of the application of extended writing skills in other subjects, such as history, geography and religious education.

- School assessment information shows that the progress of disadvantaged pupils is improving strongly since the beginning of the school year. Most pupils make good progress because teachers keep their plans under constant review and, where necessary, devise more appropriate support to meet emerging needs. Leaders use reviews of progress and attainment each term to determine the impact of this support on pupils' achievements.
- Well-organised provision ensures that pupils with SEND have their needs identified swiftly and appropriate support is put in place. Consequently, books and school records show that pupils with SEND make good progress over time in reading, writing and mathematics.
- Some pupils, in particular the most able, are not consistently challenged to achieve the higher standards. This limits their ability to make deeper links to their previous learning and further strengthen their understanding of key concepts.

Early years provision

Good

- The early years setting is well led and managed. Self-evaluation is detailed and accurate and provides the basis for sharp action planning. For example, leaders know that historically boys have not made as much progress as girls, especially in developing their language, communication and social skills. As a result, leaders have reviewed what is taught and how; the changes introduced have deepened the engagement of boys and ensure that they make good progress.
- Children enter early years with skills and knowledge below those that are typical for their age. They quickly adapt to a new setting and are happy, motivated and ready to learn. Children have good relationships with adults as well as with each other. Over time, most children leaving Reception Year consistently achieve a good level of development.
- The quality of teaching, learning and assessment is good. Teachers provide well-planned activities that enthuse the children and are carefully matched to their learning needs. Staff use effective questioning and a wide range of experiences to assess and broaden children's knowledge of the world. Staff also intervene swiftly to address misconceptions, enabling children to develop their understanding further. Teaching assistants support children's learning activities well and help them to make good progress over time.
- The teaching of phonics is good. Children learn the basic skills of reading and apply the sounds they have learned to their spelling. Children use these skills to write lists and simple instructions. During the inspection, children were practising writing sentences about 'the missing lion' and taking care to form their letters correctly.
- Children behave well, both in the classroom and the outside area. Children cooperate well with each other and engage in lively chatter as they work and play, sharing their ideas with each other.
- Transition arrangements are good, and effective work with the various pre-schools, as

well as home visits, ensure that children are well prepared for their start to school. Although parents attend many workshops, greater involvement in their children's learning is a key area to improve further.

School details

Unique reference number	101325
Local authority	Barnet
Inspection number	10067137

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Claire Betts
Headteacher	Maureen Gordon
Telephone number	0208 368 4839
Website	www.stpaulsn11.org.uk
Email address	office@stpaulsn11.barnetmail.net
Date of previous inspection	12 June 2018

Information about this school

- The school is slightly smaller than the average-sized primary school. It has one class in each year group.
- Pupils come from a wide range of backgrounds. The largest groups are White British, from other White backgrounds and from Black African backgrounds. The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils with SEND is below average.
- The proportion of disadvantaged pupils supported by the pupil premium is slightly below that found nationally.
- The number of pupils who join and leave the school at other than the usual times is close to the national average.
- The current headteacher joined the school as a consultant headteacher in September 2017. She was appointed to her substantive post in January 2018.

- The school's most recent section 48 inspection took place on 22 September 2014.

Information about this inspection

- Inspectors observed teaching and learning in all year groups. Many observations were carried out jointly with the headteacher and deputy headteacher.
- Inspectors met with pupils, heard a selection of pupils read, and observed pupils at breaktimes and at other times of the school day.
- Inspectors met with the headteacher and deputy headteacher, the leader of provision for SEND, the early years leader and other leaders with subject responsibilities. The lead inspector met with the chair and vice-chair of the governing body, a representative from the local authority and the school's adviser from the diocese.
- A range of pupils' books from all year groups and a range of subjects were looked at.
- Several documents were considered, including the school's self-evaluation and improvement plans. Inspectors also considered information about pupils' progress, behaviour, attendance and safety.
- Inspectors took account of 35 responses to Parent View and 56 responses to the online pupil questionnaire. Inspectors also reviewed 25 responses to an inspection questionnaire returned by staff.

Inspection team

Nasim Butt, lead inspector

Her Majesty's Inspector

Sarah Lack

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019